



# Learner Centred Learning

LT701001 2009

## Course Outline

March 31<sup>st</sup> to June 26<sup>th</sup> 2009

EDUCATIONAL DEVELOPMENT  
CENTRE

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(available before 3pm Mon to Fri)

SMS Code: LT701001  
Total Learning Hours: 100  
Contact Hours: 30 Self Directed Hours: 70

### Introduction

#### Welcome to Creating Learner Centred Learning Environments.

This course is offered in a blended delivery form through a mix of 6 workshops, self directed learning and online learning.

Access to the on-line components is through the website [http://www.wikieducator.org/Learner\\_Centred\\_Learning](http://www.wikieducator.org/Learner_Centred_Learning) and by logging into the Otago Polytechnic Blackboard site on <http://blackboard.tekotago.ac.nz/>, available from March 31<sup>st</sup>.

If you have difficulty logging on for the first time please contact Heather Day.

### Aims

To examine adult learning approaches and explore how underpinning theories, principles and practices can be used to create learner centred environments that enable all students to achieve successful learning outcomes in a variety of contexts.

To facilitate learning by adopting and fostering active, interactive and deep learning strategies which support meaningful interaction with concepts, materials, activities and people.

### Learning Outcomes

At the successful completion of this course, participants will be able to:

1. recognise, value and utilise students' cultural orientation, prior learning and learning styles by providing a diverse range of opportunities to encourage deep learning;
2. adopt sound pedagogical practices that reflect a comprehensive understanding of adult learning approaches needed to engage learners and maintain this engagement, e.g. action learning, project based learning, self directed learning (e.g. individual or group learning contract), scenario based learning;
3. integration of theoretical knowledge into learning and teaching practices;
4. transfer adult learning and teaching principles into a specific subject/work context, e.g. workshop, art studio and hospital, by creating and critiquing a learning sequence covering a specific topic;
5. utilise a range of electronic communication methods including a Learning Management System for learning and teaching purposes.

## Content

| Timeframe                             | Contact Time                     | Focus                                             |
|---------------------------------------|----------------------------------|---------------------------------------------------|
| Mar 31 - Apr 6                        | <b>WS</b><br>Mar 31<br><b>OL</b> | What is learner centred learning?                 |
| Apr 7 – 27<br>(includes 2 week break) | <b>WS</b><br>Apr 7<br><b>OL</b>  | Reflection and Reflective Practice                |
| Apr 28 - May 4                        | <b>WS</b><br>Apr 28<br><b>OL</b> | Learning Sequences<br>Use of self and resources   |
| May 5 - 11                            | <b>WS</b><br>May 5<br><b>OL</b>  | Learning in Context                               |
| May 12 - 18                           | <b>WS</b><br>May 12<br><b>OL</b> | Adult learning theories, principles and practices |
| May 19 - 25                           | <b>WS</b><br>May 19<br><b>OL</b> | Adult learning theories, principles and practices |
| May 26 - June 26                      | <b>OL</b>                        | Self Directed Work                                |

**WS:** workshop

**OL:** online

## Assessment

There are three assessment tasks that must be presented for marking in this course.

**NB:** Work submitted later than the due date without an arranged extension will not receive feedback.

**To pass this course:**

**Participants must undertake and successfully complete the 3 assessments**

- 1. Learning centred learning discussion (online discussion)** - 29 May 2009  
Contributing to online discussion
- 2. Critical review of teaching practice (written assessment)** - 22 May 2009  
Exploring your own teaching practice
- 3. Teaching philosophy (your choice of presentation format)** - 22 June 2009  
Exploring your teaching beliefs

Detail on all three assessments follows on the next page...

## **1). Learning centred learning discussion (online discussion)**

### **Activity:**

Participate in the online discussions on this course's Blackboard discussion board sharing your thoughts and experiences related to the topics that are discussed.

### **Assessment:**

Whilst participating in the online discussions 3 of your postings must meet the following assessment criteria:

### **Marking Criteria:**

Achievement of the following criteria will result in a successful pass for this assessment:

- ✓ Acknowledge relevance to your own teaching context
- ✓ Be supported with rationale &/or literature &/or examples

**Due Date:** all contributions to meet above criteria must be posted on the Blackboard discussion board by

**Friday 29 May 2009**

## **2). Critical review of teaching practice (written assessment)**

### **Assessment:**

**Submit a written critique of your learner centred teaching approach in a teaching session you have facilitated.**

Include a copy of the written feedback from the observer – see the process outlined below.

(Word count guide = 600 to 1200 words for the critique)

### **Process:**

1. Develop and facilitate a learner centred learning session
2. Have an observer present during this session. The observer will be required to give you written feedback on this session. (Full guidelines for the observer will be available)
3. Write a critique of your learner centred approach in the facilitation of this session and include comment on the feedback from your observer.

The critique should include comment on:

- the context (who, where, when, what)
- the learner centred approaches used, rationale for their choice
- your facilitation style - including acknowledgment of
  - aspects that support student centred learning and your rationale for using these
- any potential changes you would make to improve your approach and your rationale for these changes
- the observer's feedback

NB: Critical discussion and reflection involve a depth of thought that considers a variety of perspectives including your own. Critical in this sense refers to reviewing or analysing in depth, it does not mean focusing on negativity.

### **Marking Criteria:**

Achievement of the following criteria will result in a successful pass for this assessment:

- ✓ Description of the learning session including context
- ✓ Critical discussion of the approaches (what you did)
- ✓ Acknowledgement of student diversity
- ✓ Critical reflection on own facilitation style (how you did it)
- ✓ Critical reflection on any potential changes
- ✓ Consideration of the observers feedback
- ✓ Your discussion is well supported with literature sources
  - Word processed with specific and consistent referencing (preferably APA style)
  - Material well structured and presented
  - Written feedback from observer included

**Due Date:** must be completed and submitted by **Friday 22 May 2009** (but can be completed earlier)

Submit by email or in hard copy to the Course Facilitator

### **3). Teaching philosophy (your choice of presentation format)**

#### **Assessment:**

Identify the concepts that are central to your teaching philosophy.

Choose one of those concepts and critically discuss the relevance and application of that concept to the way that you support learner centred learning.

#### **Marking Criteria:**

Achievement of the following criteria will result in a successful pass for this assessment:

- ✓ Several concepts of your teaching philosophy clearly identified
- ✓ One concept clearly singled out
- ✓ Relevance of that concept to your teaching practice critically discussed
- ✓ Application of that concept to your teaching practice supported with example/s
- ✓ Clear evidence of wider reading/research
- ✓ Referenced material clearly recorded

NB: this assessment can be presented in any recordable format of your choice ie, written form, audio tape, MP3, video, blog, PowerPoint, poster – go with whatever format suits you best as long as all criteria are met and the format can be easily accessed by the assessor.

(Purely as a guide: if written approx 800 words)

**Due Date:** must be completed and submitted by **Monday 22 June 2009**

Submit chosen format to the Course Facilitator

**Grading:** As the emphasis is on learning process rather than outcome there are 2 grades only in this course:  
passed or not passed

#### **Recommended Reading**

These are very useful and I would highly recommend dipping into these resources:

- Bishop, R., & Glynn, T. (1999). *Culture counts: Changing power relations in education*. Palmerston North: Dunmore Press.
- Brown, S., & Race, P. (1998). *The lecturer's toolkit*. London: Kogan Page.
- Fry, H., Ketteridge, S., & Marshall, S. (1999). *A handbook of teaching and learning in higher education*. London: Kogan Page.
- McDrury, J., & Alterio, M. (2003). *Learning through storytelling in higher education: Using reflection and experience to improve learning*. London: Kogan Page.
- Zepke, N., Nugent, D., & Leach, L. (Eds.). (2003). *Reflection to transformation: A self-help book for teachers*. Palmerston North, New Zealand: Dunmore Press.